

Strategic Actions of Board of Management and the Performance of Public Secondary Schools in Nakuru County, Kenya

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Abstract: Performance has remained poor in most of the public secondary schools in Kenya. This is despite the government's commitment to improve standards of education through the constitution of school board of management (BOM). The strategic approaches by the BOMs can be attributed to the performance of public secondary schools. This study therefore purposed to examine strategic actions of boards of management and the performance of public secondary schools in Nakuru County Kenya. The study was guided by four objectives: To establish the effects of BOM decisions, resource management, allocation of responsibilities and risk management on the performance of public Secondary schools in Nakuru County. The target population included 350 board of management from 25 public secondary schools in Nakuru County. The sample size for the study was 75 board members who were purposely selected. Descriptive research design was used where questionnaires were the main data collection tool. Data was analyzed using descriptive and inferential statistics with the aid of computer software; Statistical Programme for Social Scientist (SPSS). Descriptive statistics entailed counts, percentages and cross tabulations. Inferential statistic on the other hand entailed performing a multiple regression analysis. The study established that most schools involve their BOM in decision making and these decisions have an influence in the performance of public secondary schools. On resource management, BOM were not involved in budget preparations however they undertook monitoring, supervision and budget approvals. On allocation of responsibilities, most tasks were given basing on individual expertise knowledge and the involvement is geared towards a better management of the schools. It was further established that most BOM were not aware of the operational steps involved in risk management. All the four variables had significant effect on performance of public schools. However, decision making followed by allocation of responsibilities, resource management and risk management subsequently. The study recommends that decisions made during board meetings should be shared to help avoid any unseen conflict. The BOM needs to involve all its members and assign them responsibilities that they can handle effectively. Lastly, the BOM needs to encourage all its members to be part of the risk management process.

Keywords: Board of Management (BOM), Strategy, Performance, Public Secondary Schools

1. Introduction

School performance can be measured through regular monitoring of its progress. This further helps in ensuring that the schools are able to reach their potential. One of the ways to measure performance is through use of school performance framework that is able to rate how the school supports student's growth and achievement and further how it serves students and communities. Vast resources is invested in education hence there is a need to understand the factors that are crucial in improving students learning [1].

Good Performance in most schools is measured at using student's tests. This approach is debated to be useful at providing objective measure of quality. This conclusion however can only hold water if the test used are well designed, standardized and allows comparison among schools from different regions [1]. Using tests to measure performance is disadvantageous as teachers might be tempted to teach on the tested areas hence comprehensive learning is neglected [2]. Additionally there might be an attempt to manipulate results by teachers and administrators. Student specific factors such as their family background, social economic conditions and different access to facilities at times explain student's school performance hence creating a challenge on the attribution of school contribution on the overall performance. Strong performance may simply reflect the student's innate ability or prior preparation, rather than the school's contribution [3].

There is a rising trend of comparing school performance between developed and developing nations. Aspects of performance under study have included school quality, teaching quality, teacher remuneration, class size and gender. While looking at students' performance, it is important to consider both measurable and unmeasurable inputs while looking at school performance [4].

Teachers are the most important influence on students' progress. He looks at teachers influence to be important than both social economic status and school location [5]. Students learning is significantly increased when teachers conduct after school tutoring. Teacher's absence in class has a correlation with student's performance in schools [6].

For school performance to be enhanced there is need for strategic actions in public schools in Nakuru County. One of the strategies that has been introduced is use of school boards as a management tool. It is believed that this boards are made up of various stakeholders from the education sector. These might include: Administrators, teachers, staff, students, parents, community members, school board members and state representative. Involvement of stakeholders in education set ups imply the devolution of decision making powers from central government to school level.

In Europe, Participation of school boards, and consultation of citizens, is considered a key element in policy decision making. According to the European Network of Education

of 2011 Council, good governance is indicated by stakeholder's participation in education policy making. Education councils have been set in Europe as national or regional bodies that provide policy advice on innovation in education policies [7]. Governments and different stakeholder groups come together to examine the benefits of the council by forming an advisory body which enhances transparent consultation and efficiency in the education system. EUNEC supports cooperation between several European education councils to strengthen participative processes at both national and European level.

In South Africa, school based management is compulsory and has been made into a policy framework embedded in South African Schools Act 84 of 1996. This enables each school in South Africa to renew its management in a responsible and effective way. It's important noting that there is widespread implementation of school-based management in South Africa yet moderate attention has been received when it comes to stakeholders' participation and their impact on the values on school based management process [8].

In Ghana, the ministry of education is solely concerned with provision of quality education by providing physical facilities, equipment, teaching and learning materials (TLMs), adequate number of trained teachers, and promotion of gender equity in enrolment and retention among others. Basic schools in Ghana are initiated by communities teacher recruitment are responsible in teacher recruitment and provision of learning places for children. This schools are usually absorbed into the public system and the management and control of these schools shift to central government authorities with minimum community participation. It has been noted that the shift in management tend to adversely affect local community commitment and involvement in quality basic education [9]. The government came up with various community structures to strengthen community participation.

Kenya as a country still experiences challenges in provision of access to quality education on an equitable basis. To mitigate this, efforts have been made such as phasing out untrained teachers and providing teacher training, providing funds for instructional materials, paying teachers' salaries and employing quality assurance staff [10]. There is a recognition that there is need to involve different stakeholders to enable synergy and to meet the desired objectives. The Education Act, Cap. 211 part III, 9(2), Legal Notice 190/1978 provides for formation School Management Committee (SMC).

Nakuru is one the areas that has already put in place BOMs whose work include: Developing of all institutional policies and ensuring accountability and prudent use of institutional resources. Mobilizing resources for the institution development, promoting networking and partnership for the school, discussing and approving comprehensive termly and annual reports and forwarding them to the County Education Board (CEB).

2. Statement of the Problem

Performance has remained poor in most of the public secondary schools in Kenya despite the government's commitment to offer quality education [11]. Limited involvement and participation by some BOM members in its strategic decisions can be attributed to the poor performance. Further there is need to critically understand how the BOMs perceive involvement and engagement that can lead to increased performance in public secondary schools. Public schools in Nakuru County have shown a either a decline or stagnation in performance as indicated by their means score. The BOMs being a new phenomenon has strong mandate yet the roles are not clearly understood by its members. Further there is minimal empirical evidence to underpin school management boards and performance of schools. Improved performance requires active participation by members of BOM. There is low strategic actions by stakeholders despite the basic education Act of 2013 giving powers to BOMs in the management process. However, BOM participation is not tied towards school performance [12]. This can be attributed to inadequate training and experience. The control of these boards is vested in a few members who are familiar with education policies as stipulated by the ministry of education. BOM in public schools lack the necessary strategies that can be implemented towards improving performance of schools [13]. It is expected that with the BOMs set in place there would be recorded increased performance in schools since some of the BOM members are parents in the school. This has not been the case necessitating a need to understand the strategic actions used by school boards. This study therefore aimed to understand strategic actions of board of management and the performance of public secondary schools in Nakuru County, Kenya.

3. Research Questions

- 1) What is the effect of decision making on performance of public secondary schools in Nakuru County?
- 2) What is the effect of resource management on the performance of public Secondary schools in Nakuru County?
- 3) What is the effect of allocation of responsibilities on the performance of public Secondary schools in Nakuru County?
- 4) What is the effect of risk management on the performance of public Secondary schools in Nakuru County?

4. Literature Review

Decision Making and Performance

Examining the decisions made by stakeholders, there is the need to conceptualize school based management in order to improve learning outcomes [14]. Despite the increased hype on decentralization of education, authority is still retained at the regional and central level. Further they continue to state that decentralization focuses on structural elements negating the needed day to day capacities and activities needed for school improvement. For decisions in school to be sound there is a need to understand the conditions that enable

school based management to produce results. Further there is also a need to understand the roles and relationship between the school/community and the region/center.

Having head teacher support groups helps in better decision making in the schools by providing mechanism for excellence in provision of quality education which further has positive changes in the lives of communities [15]. Head teachers support groups (HTSGs) have been developed through training and the head teachers are encouraged to form small clusters consisting of six schools within reasonable reach. These forums bring together head teachers, community members and education officials to share ideas, come with ways of supporting each other and also manage their knowledge which lead to improved decisions in schools. The authors view that through training and learning, a rippling effect is created at the grassroots which enables a bottom up approach of ideas and strategies. Appraisal of teachers produces competency leading to decisions in schools that can be trusted. Using a qualitative approach that adapted multiple methods in his study, the appraisal experiences of Kenyan secondary teachers was scrutinized [16]. The study argues that teacher appraisal policies and practices in Kenyan secondary schools exhibit weaknesses, which need to be urgently addressed if teacher appraisal is to be used to improve the quality of teaching and education in Kenya. This only serves to hamper decision in schools hence reflects in the general performance in schools. In a different study, the quality education in Kenya by narrowing the focus on quality assurance and teacher accountability was examined [17]. By examining conditions of significant changes in government policies and educational restructuring. Reasons why the Kenyan government has difficulties in achieving quality education is traced through teachers accountability. The findings indicate that teacher accountability does not lead to poor quality education. Instead it is revealed that management practices and other government policies forms part of the decisions made in schools hence have a role to play towards the quality of education. Quality development depends on the participation of all persons involved in teaching and learning. Education in Kenya needs complete overhaul and not piecemeal reforms

Relationship between principals' management approaches and students' discipline in public secondary schools can help understand decision making in public schools [18]. Students discipline in school translates to positive school outcomes thus if school principals enlist the support of teachers and parents in discipline management then high levels of discipline can be achieved. The findings of the study reveal that principles heading large schools tend to be inclusive compared to their counterparts in small schools. Increase in school size also leads to increased level of teacher and parental input on discipline management. Thus principles can make a conscious decision of involving different stakeholders in discipline management for better performance.

Better decisions are made when stakeholders are prepared. The recent school strikes in Kenya have led to scrutiny in management practices. Different reasons have been advanced as a course for these strikes which include

overloaded curriculum; autocratic school administration; drug and substance abuse; poor living conditions in schools; excessive use of corporal punishment; lack of an effective school guidance and counseling services among others. These has led to the concerns on the preparedness of head teacher to face such challenges in terms of the decisions they make. The findings reveal that there is leadership and managerial ineptitude by head teachers. It is recommended that head teachers need to be trained on school management which will improve on their decision making abilities.

Participative decision making (PDM) has increased and it is an agreed upon model around the world for operation of schools especially in the public sector. The decisions are devolved to schools although it has been noted that rural schools take time to embrace this new phenomenon. Factors that hinder the implementation of PDM in rural schools were considered. The study recommends that principals should create a space for debate and dialogue for all stakeholders to participate sufficiently in the school governing body (SGB) structure. Such a platform would allow stakeholders to air out their dissatisfaction and ensure their right to participation on issues dealing with school governance.

Resource Management and performance of Public Schools

Lack of resources in schools is attributed to negative impact of education to students [20]. The impact of professional development on teaching depends in part on the level of resources available for implementation and for diffusion of new ideas and practices. School resources determine the learning environment and these provide opportunities for students to explore ideas and knowledge, collaborate, solve problems and develop knowledge and skills. For a student to learn through a rich and varied selection of instructional materials a variety of resources are needed. Some examples of school resources include: Instructional materials, curriculum resources, financial resources, technological resources, teachers and support staff, building and facilities, instructional space and resources for students with disabilities. The learning environment provides ample opportunity for planned student interactions and engagement.

Although resources are diverse, many tend to give financial resource priority to other types of resources. There are perceptions by principles and students on parental contribution to financial management in secondary schools in Kenya. It was noted that parents were involved in financial management of schools and this had positive financial influence on financial management outcomes. Due to the importance of school finances more parents need to be involved to increase on accountability of management of finances in schools. Parental involvement greatly influence the way finances in schools are managed. Further parental participation can have positive impact on the teaching and learning process. This strengthens the partnership between parent teacher associations, community and school administration in addition to democratizing school governance.

[21]Critically analyzed the competence of school Principals' Comp financial management in Kenya. The authors are of

the opinion that while competency is acquired through training and experience, accountability on the other hand which is a moral issue is acquired through schooling, theory and practice. Proper management of school funds translates to overall performance in schools. Financial management in schools is facilitated through planning and proper utilization of funds. Checks and balances that help principles in their day to day financial management practice is provided by stakeholders who participate in financial management. Their responsibility include Monitoring and evaluation, credit control and auditing of financial records.

A prescription of managing of school funds is given in the South African School Act. Further the roles of school governing body (SGB) on management of school finances is given. Some of these functions include adopting a constitution, drafting a mission statement, drawing up policies such as an admission policy and financial policy. This governing body is given a responsibility of managing the finances of the school such as establishing a school fund, preparing a budget annually, collecting and administering school fees, keeping the financial records, appointing an accountant and supplementing the school's resources. Having challenges in in giving practical solutions to financial problems has led head teachers and SGB to manage school finances yet they do not have practical skills and expertise. This further creates a chance of misappropriation, fraud, pilfering and improper control of financial records [22].

[23] while examining the functions of school governing bodies in managing school finances opines that some members of school governing body and principles have either little knowledge of the schools Act or their interpretation of the act is not correct which results to financial mismanagement. The study revealed that various education stakeholders have a misconception on school governing body.

Risk Management and Performance of Public Schools

Any decision maker should be fully informed on the various risks that they might face and strategies to mitigate these risks should also be undertaken. Risk management can be beneficial in schools as they enable new ideas to be explored and further minimize their impact. [24]Is of the view that risks are effects of uncertainty which might be either positive or negative on a given objective. Due to risks being an avoidable, there is need to coordinate all activities with an aim of controlling the risk. The importance of risk management in schools include: reduced disruption of children education, reduced damage to a school's reputation, reduced negative effect of incidents on staff and pupils' morale, reduced time lost in reacting to incidents, handling claims etc, reduced stress and anxiety that always accompanies accidents and losses and lastly reduced cost of insurance cover as premiums reflect claims history.

There is need for individual schools and their SBMs to explore the possibilities of working with other schools to form collaborative arrangements within cluster schools with the aim of spreading the risk and its cost of insuring against the risk[25]. Severe consequences can be experienced due to failure in the management of risks. Some consequences are

so dire and are not recoverable through any type of insurance. Precedence financial decisions over sound financial risk management has led short and long term repercussions which are never recoverable.

For risks to be successfully tackled and managed effectively, there is need to come up with meaningful policies. Policies gives direction on what to be done in case of risk occurrence. Schools have faced a challenge trying to balance educational needs of learners and mitigation of any unseen eventuality. A risk management policy document tailor made for schools and reflecting intended strategy and spelling out respective responsibilities of individuals is important [26]. This policy document should be aligned with educational goals and objectives of a school. This will help in analyzing the risk taking characteristic of a school.

To effectively engage all key stakeholders in education, the Public Administration Act of 2004 of Victorian State Government states that school councils must inform the Minister and the Departmental Head of known major risks to the effective operation of the school and the risk management systems that it has in place to address these risks. Further there is need for schools to maintain a risk register which give details of all risk to school visions objectives and goals as well as risks to governance and any other business activities. This register should be reviewed regularly to ensure controls remain effective. Risk management training programs should be put in place to enhance risk management application and culture. Risk management is about better planning and decision making to improve educational outcomes.

Risk management in schools needs to take account of all three groups of risks which include: (1) Strategic risks- those risks that need to be considered in striving to achieve goals, targets and objectives (2) Operational risks- those risks that need to be considered in order to avoid accidents and incidents during the various operational activities carried out by the school, including educational visits and field trips (3) Statutory risks- those risks that need to be directly addressed because failure to do so is in direct contravention of the law. Means and resources to address each of the risk category in a competent manner should be set aside.

Political pressure at times come into play hence it becomes difficult to balance the risk obligation insurance and risk needs [27]. Further parents are not known to demand for better risk management, instead they priorities on teachers competencies and educational opportunities. With reducing budgets in schools, priorities are given to "high essential" activities hence risk management is never given first priority. Risk management in public schools is unique compared to the private sector.

[28]While examining effective school management indicate that there is a misconception of risk management in schools. They opine that limited school funding school employees must learn to know more about risk management. To them this is a complex concept that comprises of several functions. They give their definition of risk management in schools as the process of managing uncertainty of exposures that affect a school district's assets and financial statements

using the five steps: identification, analysis, control, financing and administration. The author's give risk identification as the most important part of risk management. It is the responsibility of every stakeholder and individual to effect risk management. Important to note is that risks come in many shapes and sizes hence being proactive in risk management is key.

Allocation of Responsibilities and Performance of Public Schools

Implementation of school based management has seen key stakeholders participate in the management of schools [29]. Teachers, parents, alumni and community members can serve as managers in the management committee and participate in decision-making of the school. Management of schools and formulation of policies are some of the functions of a school manager. They are also bestowed with the responsibility of school planning aimed at creation of an ideal learning environment thus they require to have a good understanding of the school itself as well as the trend of education development.

To better educate students and improve on their performance, boards need to be constantly engaged[30]. School based management offers a way to promote improvement through decentralization. Thus members need to be allocated with responsibilities basing on their capabilities. Many schools are opting to use high involvement management where work is done in teams and it involves various stakeholders. This implies ideas are shared and lessons learnt are adapted.

For responsibilities to be allocated to stakeholders, two important strategies are usually put in place [31]. The first one is streamlining of administrative procedures and devolution of responsibilities where schools are allowed to be flexible enough in managing their own operations and resources according to the needs of students to facilitate quality education using their own parameters. Here the stakeholders become partners rather than controllers. The second strategy is ensuring transparency and accountability. Involving different stakeholders will lead to an improvement in the two attributes. Key stakeholders here are involved in the formulation of major policies and they also evaluate how effective the school is.

The school boards are charged with two major roles of while managing schools. These are policy formulation and management. Policy making entails development of strategies aimed at attaining the schools vision and educational goals towards effectiveness. These policies are supposed to be drawn to guide in the meeting of stipulated goals. The second role which is management can be broken down in three important aspect. These include personnel management that deals with appointment of staff, promotion and dismissal. The second aspect is financial management that entails Approving school development plan, annual school plan and school budget. Managing government and non-government funds properly to ensure the appropriate use of resources. Lastly is the curriculum management where they ensure the curriculum is in line with government education policies.

Allocation of responsibility is based on their knowledge of the school and their knowledge on their given responsibilities. The responsibilities are based on active participation in school activities and making use of opportunities to understand the latest education development. Decisions reached by a stakeholder while undertaking a responsibility should be made while taking the students interest as a priority [31]. Stakeholders should be objective and rational while undertaking discussions that are aimed towards reaching a consensus. There is need for education stakeholders to attend courses to improve their knowledge and skills in school management as this will help building team spirit and promote home school-community cooperation.

5. Methodology

Descriptive research design was used for the study. It was considered ideal as it produces statistical information that could be used to explain strategic actions of board of management in schools and how they can translate to performance. The target population for the study included all public secondary schools in Nakuru County. The BOMs comprised the target population. There are 25secondary public secondary schools in Nakuru Sub-County and each school has 14 BOM members hence the target population for the study was 25 public secondary schools with a population of 350 BOM members. This target population had a stake in education matters hence were chosen by virtue of being in the school BOMs. Sampling technique was used to identify the respondents. This type of sampling enabled the researcher to use specific predefined groups, further it is very useful in situations where one needs to reach a targeted sample quickly. Structured questionnaires were used for the study. The questions were organized according to the variables of the study. Data was analyzed using SPSS (Statistical Package for Social Sciences. Quantitative data was analyzed descriptively using percentages, counts, cross tabulations and descriptive summary. Inferential statistic using a multiple regression analysis was performed to check on the relationship between the dependent and the independent variables of the study. The empirical model used was as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$$

Where Y- is the dependent variable
 X_{1-4} are the independent variables
 β_0 – is the constant (intercept)
 β_{1-4} –are the regression coefficients or change induced in Y by each X.
 ϵ – Is the extraneous error term.

6. Findings

Table 1: Impact of Decision Making on the Performance of Public Secondary Schools

	Mean	Std. Deviation
The rate of absenteeism of board members during meetings is high	2.12	.986
I consider most board members passive during meetings	2.80	.973

There is high political influence in the decisions made by the board	3.27	.953
The ministry of education interferes in decision making of the school	3.43	.975
Decisions regarding the school are reached through a consensus	4.07	.949

Source: Research Data (2017)

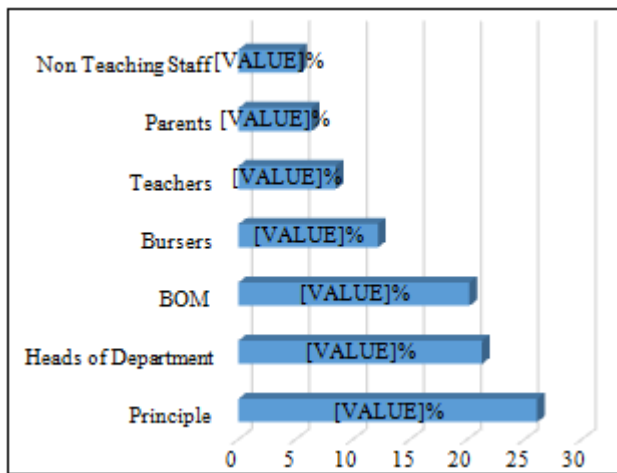
From the study, it was established that the ministry of education somehow interferes with the decisions made at the school (Mean of 3.4), the variation in decision making due to the interference is low (standard deviation of 0.975). It implies that the BOMs are not free to make decisions.

Politics has a moderate influence on the decisions made by the BOMs (mean of 3.27) leading to a low variation in decision making (standard deviation of 0.953)

On average the board members were not passive (mean of 2.8) and its outcome is a low variance in decision making (standard deviation of 0.973).

The rate of absenteeism by the board members was low (mean 2.12) and the variation in quorum was low (standard deviation 0.986).

There was need to determine the individuals who were mostly involved in budget preparation in the particular schools. Figure 4.7 presents the findings of the study as follows:



Source: Research Data (2017)

Figure 1: Individuals Involved in budget preparation

The study noted that principles were mostly involved in budget preparations in schools as indicated by 26.1%, this was closely followed by heads of department (21.3%). The board of management were slightly involved in budget preparations (20.2%) while none teaching staff were the least involved when it came to budget preparations.

Different types of resources were listed and the respondents were to indicate their level of awareness of the availability of the resources. Table 2 presents the findings.

Table 2: Level of Awareness of Responsibility of Resources

	Mean	Std. Deviation
Instructional materials (e.g., textbook)	3.31	.661
Budget for supplies(e.g., paper, pencil, lunch and other financial obligations)/ Financial resources	3.24	.803
School buildings and grounds	3.44	.683
Heating/cooling and lighting systems	3.03	.716
Instructional space (e.g., classrooms)	3.37	.851
Special equipment for disabled students	2.25	1.079
Teachers	3.20	.735
Support staff	3.30	.697
Technological resources (e.g., Computers)	2.79	.949

Source: Research Data (2017)

The respondents were mostly aware of the school buildings and grounds (mean 3.44), the variation in the awareness had a low standard deviation of .683. Awareness of instructional space followed (mean 3.37) and a standard deviation of 8.41. There was further greater awareness of instructional material (mean 3.31, SD .661) and support staff (mean 3.30, SD .697).

The level of awareness of special equipment for disabled students was very low (mean 2.25) with a slightly high variance in responses as depicted by a standard deviation of 1.079. This implied either the schools did not have students with special disabilities or the schools did not simply have the equipment's. Technological equipment also lagged behind in terms of respondent's awareness (mean 2.79). It could be deduced that there were different levels of awareness by the respondents on availability of resources with instructional space, school building and grounds and budget for supplies having the highest levels of awareness while special equipment for disabilities and technological resources having the least level of awareness. For a student to learn through a rich and varied selection of instructional materials a variety of resources are needed.

A Likert scale was presented with ideas on stakeholders risk management. Table 3 presents the findings as follows:

Table 3: Risk Management Matrix

	Mean	Std. Deviation
The reputational risks in form of skills, qualifications and safety arrangements of all staff, volunteers and external providers have been identified verified and documented	3.26	.760
Individuals or group have been nominated by BOM to be responsible for risk management in this school.	3.19	.902
Risk assessment in this school is regularly conducted	3.11	.869
There is a process for monitoring and reviewing the risk treatment plan	3.07	.855
All those involved in risk management have been advised of their roles and responsibilities	3.03	.827
All relevant stakeholder have been encouraged to be part of the risk management process and they understand their needs and objectives	2.88	.865
The school has obtained all the necessary approvals for risk management.	2.76	.934

Source: Research Data (2017)

The study established that the skills, qualifications and safety arrangements of all staff, volunteers and external providers have been identified, verified and documented (Mean =3.26, SD=.760) further, there were individuals who had been nominated by BOM to be responsible for risk management in this school (Mean =3.19, SD=.902) implying risk management is taken seriously and individual responsibilities are usually assigned to enable risk management. Risk assessment is further conducted regularly in the school (Mean =3.11, SD=.869). It was however noted that all the relevant stakeholders had not been encouraged to be part of the risk management process and their understanding of needs and objectives was limited (Mean = 2.88, SD=.865).

It was further noted that the school had not obtained all necessary approvals for risk management (Mean =2.76, SD =.934). This puts the chances of risks in the schools to be very high.

Regression Analysis

Finally in a bid to predict the value of the dependent variable based on the independent variables, the study performed a multiple regression analysis to asses’ board composition and the performance of public secondary schools in Nakuru County.

Table 4: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.765 ^a	.585	.481	1.653

a. Predictors: (Constant), Decision Making, Resource Management, Allocation of Responsibilities, Risk Management.

Source: Research Data (2017)

The model summary revealed R = 0.765 which indicate that there is a good level of prediction. R² implied 58.5% of the variations could explain board’s composition on performance of public secondary schools.

Table 5: ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	4.384	4	1.096	2.567	.000 ^b
	Residual	28.602	67	.427		
	Total	32.986	71			

a. Dependent Variable: Performance of Public Secondary Schools.
b. Predictors: (Constant), Decision Making, Resource Management, Allocation of Responsibilities, Risk Management

On statistical significance, Table 5 indicate that F (4, 67) =2.567, p (.000) <.005 thus an indication that the model is a good fit therefore significant in explaining board’s composition on performance of public secondary schools.

Lastly, the study sought to examine the relationship between all the variables and their contributions towards performance of public secondary schools. The presentation has been done on Table 6

Table 6: Regression Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	2.751	.519		5.203	.000
	Decision Making	.721	.178	.317	3.609	.002
	Resource Management	.540	.260	.233	3.825	.001
	Allocation or Responsibility	.674	.244	.673	3.592	.001
	Risk Management	.354	.213	.342	3.456	.001

a. Dependent Variable: Performance of public schools

Based on the model coefficients on Table 6 the relationship between strategic actions and performance of public secondary schools can be expressed as:

$$Y_i = 2.751 + .721X_1 + .540X_2 + .674X_3 + .354X_4$$

where X₁ = Decision Making
X₂ = Resource Management
X₃ = Allocation of Responsibility
X₄ = Risk Management

The findings of the study indicate that all the four dependent variables under investigation had significant effect on performance of public schools as indicated by their significance levels. Decision Making 0.00, Resource management 0.02, Allocation of responsibility 0.001, Risk management 0.001. However, decision making, followed by allocation of responsibility, resource management and risk management rated in levels of importance.

7. Summary

On decision making, the study established that a great majority of the BOMs were fully involved in school decisions towards a moderate extent. The great area of involvement was on student’s discipline, this was followed by curriculum delivery. Decisions are usually made in board meeting attended by all BOMs. The BOMs moderately followed the stipulated guidelines while making decisions. The decisions made are considered transparent. The board members were not passive when it came to decision making, they were always present during board meetings and decisions on the school were reached through a consensus. It was also noted that there were levels of interference by the ministry of education.

Principles were mostly involved in budget preparations in schools. BOM were slightly involved which implied that school budgets squarely was a responsibility of the principles. Monitoring and supervision was undertaken in schools by BOMs. Budget approvals were also done by BOMs. There were guiding principles on how resources should be used in schools which implied planning is considered important in the BOMs. On resource management, it was established that the BOMs mostly managed the school learning resources which included books and stationaries. The least largely managed resource by the BOM included machinery and equipment such as computers and laboratory. The attributes of time discussed by the BOM were fewer than those not discussed.

Majority of the BOMs had been trained on resource management through personal initiatives followed by process of schooling. Schools had not invested in training their BOMs. Most schools obtained their funds from fees, followed by government funding while income generation was the least source of funding. There were different levels of awareness by the respondents on availability of resources with instructional space, school building and grounds and budget for supplies having the highest levels of awareness while special equipment for disabilities and technological resources had the least level of awareness. Responsibilities in the BOMs were allocated based on a person's knowledge on the subject matter. The respondents had a high level of understanding of the school and also a high level of understanding of the trend of educational development. It was noted that responsibilities at the BOMs are majorly allocated both to teams and individuals. Respondents had never been allocated responsibilities that they could not undertake. The BOM were mostly involved in financial matters which was closely followed by students discipline issues. The BOM are involved with the different aspects of responsibility all geared towards a better management of the schools.

The study established that the school has a strategic policy put in place for risk management which the school follows it moderately. It was noted that the great majority of the BOM had not been trained on financial risk management. The few who indicated they had been trained on financial risk management revealed that they had acquired the training as a result of personal initiative. There was no member that had acquired this training as a result of being a member of BOM in the school they serve. More BOM members indicated that they were not aware of the operational steps on risk management. Risk management however in schools has not reached the desired levels. Further, relevant stakeholders had not been encouraged to be part of risk management process and schools had not obtained the necessary approvals for risk management.

8. Conclusion

The study concludes that most schools involve their BOMs while making decisions. Different types of decisions are usually presented to the board however students discipline was the major decision undertaken. Decision are taken during BOM meetings where a stipulated guideline is moderately followed. It was concluded that decision making by the BOM affects performance of public secondary schools.

On resource management, BOMs were not involved in budget preparations but were involved in budget approvals. This might be a control measure to ensure proper management of resources. Guiding principles for use of resources was an indicator of proper planning in the schools. Machinery and equipment was the list managed resources by the BOM. Management of resources influenced on the performance of public secondary schools.

The study concludes that responsibilities are allocated to most BOMs basing on their expertise knowledge implying individual capabilities is very important. This means that

with a great understanding of both the school and trend of educational development, responsibilities can be allocated with ease and the expected outputs and outcomes can also be achieved. Responsibilities are allocated to both individuals and teams. However, most BOMs had not trained its members on effective utilization of resources. Conclusions are drawn that BOM are involved with the different aspects of responsibilities all geared towards a better management of the school. Allocation of responsibilities influences on performance of public secondary schools.

The study concludes that risk management is very important in secondary school, there is a school strategic policy in place for risk management. However the schools have not given training on financial risk management a serious priority as there are no BOMs who have been trained by schools to undertake financial risk management. More BOM members were not aware of the operational steps involved in risk management implying they might not have idea on ways of managing risks in school.

9. Recommendations

Decisions made during board meetings should be shared with other key important stakeholders to help avoid any unseen conflict that might arise. If a decision made has not followed a stipulated guidelines, proper communication should be made to the relevant authorities explaining the rationale of the decisions made.

The BOMs of public schools need to come with external financial checks which can be used in monitoring, evaluation and auditing on how resources are used. This will enable an objective process of financial management in public secondary school that will enhance accountability

The BOM needs to involve all its members and assign them responsibilities that they can handle effectively. Involvement of board members in different responsibilities enables them take a proactive role in the development of school related issues. Responsibilities should be allocated basing on individual capabilities and willingness to volunteer to school based activities.

The BOM needs to encourage all its members to be part of the risk management process. This will make them understand the needs and objectives of the process hence be proactive in risk management. Further, the public secondary schools should obtain all necessary approvals for risk management.

10. Future Scope

There is need for future research on board of management selection and the well-being of public secondary schools in Nakuru County. The recent selection of board of management has led to antagonism of schools, school heads and the school community hence a study need to be undertaken to determine the influence of selecting board members on the general well-being of schools.

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